DOCUMENT RESUME

ED 191 410 HE 013 098

AUTHOR Sutherland, Lee William
TITLE A Proposed Placement Policy for an Urban Business School.
PUB DATE 4 Apr 79
NOTE 68p.: Practicum presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education. Appended policy statement may or may not reproduce well.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Administrative Policy: *Career Counseling: *College Graduates: Employment Opportunities: Higher Education: *Job Placement: Job Search Methods: Occupational Information: Recruitment: *Student Employment: Undergraduate Students
IDENTIFIERS Suffolk University MA

ABSTRACT

An investigation conducted at Suffolk University concerning what is needed in a placement department is described. An in-depth literature search, comparison of internal and external policy about placement, and administration of a questionnaire to over 90 percent of the faculty of the College of Business Administration was undertaken. It was found that the traditional role of placing the graduate is still of primary importance but that this role is dramatically expanding. Research indicated that "career counseling and placement" is the favored term used by the placement office. It was also discovered that many placement directors are reporting to someone in the student personnel area rather than to a college administrator. Involvement of the placement office with courses, information systems, outreach efforts, and followup has frequently been accomplished by seeking help from faculty, alumni, students, and other departments rather than through employment of additional placement personnel. The investigation resulted in the development of a viable, modernistic placement policy for the college. Appended are the university's initial placement policy, information on placement policy statements at other institutions, a sample questionnaire, and the new current planning and placement policy. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED191410

A PROPOSED PLACEMENT POLICY FOR AN URBAN BUSINESS SCHOOL

EDUCATIONAL POLICY MODULE

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Lee Wm. Sutherland

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

by

Lee Wm. Sutherland M.S., M.Ed.

Suffolk University

DR. ARMAND DESMARAIS, CLUSTER COORDINATOR

BRISTOL CLUSTER

HE 013 098

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

April 4 , 1979

ABSTRACT

The College of Business Administration (CBA) at Suffolk University is not large enough to warrant its own placement department, neither would the college president permit the CBA to have one at this time. Since it is impossible for this urban institution to have its own placement department now, it was felt that the CBA faculty should at least determine what they wanted in a placement department. This problem is further accentuated because it was found that the university lacked a viable placement policy and the CBA faculty really did not know what they wanted.

The procedure involved an in-depth search of the literature, internal and external policy comparisons, and a questionnaire completed by over ninety percent of the CBA faculty.

It was found in this study that the traditional roles of placing the graduate is still of primary importance but this role is dramatically expanding. Research showed that "Career Counseling and Placement" is the favored term used by the placement office. This term reflects the constantly growing movement of placement into more of a professional status. It was also discovered that more and more placement directors are reporting to someone in the student personnel area rather than to a college administrator.

Along with the typical organization and location of the placement department, many other aspects of placement were investigated. The placement office should become involved with courses, seminars, leisure, information systems, outreach efforts and follow-up. With all these new duties, along with the traditional duties, most placement departments have not increased

in size. Instead of adding more people and increasing the budget, most placement offices are involving others to help them, such as faculty, alumni, students and other departments in the institutions. Placement offices are also utilizing the computers and other information systems to a greater extent to help to alleviate the added workload.

Although the placement department is faced with a variety of problems such as placing liberal arts students, women, minorities and foreign students, it was pointed out that courses and seminars could be of great help in solving many of these and similar problems.

The basic recommendation in effect included most of the findings: changing the name to career planning and placement, helping students from "freshman to the grave", offering courses and/or seminars and other assistance to the students' job campaign as well as supplying leads and other resource and reference materials.

The end result of this investigation was the development of a viable, modernistic policy that perhaps all progressive placement officers might consider.

TABLE OF CONTENTS

		Page
ABSTRACT		i
1.	INTRODUCTION	1
2.	BACKGROUND AND SIGNIFICANCE	5
3.	PROCEDURE	33
	LITERATURE RESEARCH	33
	INTERNAL POLICY	43
	INTERNAL RESEARCH	43
	SUBJECTS	43
	PROCEDURE	43
	DATA ANALYSIS	44
	DISCUSSION	46
	LIMITATIONS	47
4.	IMPLICATIONS AND EXPECTATIONS	48
REFERENCES		51
APPENDIXES		58
A.	INDEX	58
B.	SUFFOLK UNIVERSITY'S CURRENT PLACEMENT POLICY	59
C.	RANDOM SAMPLE OF PLACEMENT POLICY STATEMENTS AT OTHER INSTITUTIONS	60
D.	QUESTIONNAIRE ON PLACEMENT	62
E.	CAREER PLANNING AND PLACEMENT POLICY	63

Chapter 1

INTRODUCTION

From 1937 to 1969 the teaching of business subjects was considered a department at Suffolk University. In 1969, a Dean was appointed and an organizational separation was begun which created the College of Liberal Arts and Sciences (L.A.) and College of Business Administration with a Graduate School of Administration (CBA/GSA). The Law School started the institution in 1906 and has always remained a separate entity. Until 1975, most committee assignments represented both L.A. and CBA/GSA. Then, these also became separate as the CBA/GSA began to feel its growing independence from the rest of the University.

The president has flatly refused the suggestions of the CBA/GSA to be allowed their own admissions, registrar, and placement director. The concensus of the CBA/GSA faculty is that since it is not permitted this privilege at this time and in the foreseeable future, the faculty should at least be able to request and expect full cooperation from the existing staff departments.

The Dean of CBA/GSA along with most faculty and department chairpeople, are at this point, unsure of what is needed, yet, it is strongly felt that much more can be done in the area of helping our graduates.

It appears that some modification has been made in the placement movement since Frank Parsons (1909) first described the Vocational Guidance movement as consisting of three (3) steps: (1) Study of the individual, (2) study of the occupations, and (3) counseling. Obviously, if Suffolk's

CBA/GSA gains a better reputation than its competitors in the area of placement, students and potential employers will be attracted. As Babbush (1977, pp. 46-47) discovered in a report of "The American Freshman: National Norms for Fall 1975 by the Cooperative Institute Research Program...more than half of the 1975 freshman (50.7%) said they picked their school because it would help them to get a better job." Suffolk University CBA/GSA needs a strong placement policy. At Harvard Graduate School of Business Administration Dr. Hodgins, Director, Office of Career Development, stated that "students come here for their MBA degree to get a better job and it's our responsibility to do everything possible to see that they do." Speaking of the students at the University of Texas--Arlington, Yates (1976, p. 63) concurred when he says that "Their main concern is having a job when they graduate."

Suffolk University's College of Business Administration Bulletin does not contain any reference to "Placement" or to "Career Planning" as the index shows in Appendix A. The student handbook does make a reference to a "Placement Bureau" as shown in Appendix B, however, the only descriptive statement of purpose is the sentence "The Placement Bureau is a lifetime source of information and aid to all Suffolk Alumni." This statement appears far too inadequate when Thain (1977, p. 34) maintains that three areas are interrelated, he refers to them as "...recruitment, placement, and career counseling fields."

Appendix C and D show a sampling of placement statements found in various college and university bulletins all of which contain the three interrelated areas of recruitment, placement, and career counseling. Although Indiana State University makes no direct reference to career counseling, it does provide "...opportunities for personal satisfaction, self-improvement, and purposeful living," and "...provides for his/her personal growth and self-realization." The Director of the Career Center at Indiana University,

Robert G. O'Neal (1977) explains a rather complete and realistic three year progressive career counseling program.

It appears that a modern placement policy would project a much more professional image of a placement service. Thain (1977, p. 35) states that "There was a day when our professions were made up in part of castoffs..." He continues to point out that "Now it is gratifying to realize how many appropriately educated, experienced, and talented people are rendering our fields highly competitive." Even the small sampling of placement statements shown in Appendix C and D show that three are called "Placement" and four are referred to as "Career...." which indicates a more sophisticated level. Yenawine (1975, p. 38) points out that "As our educational roles are developed and expanded, there is greater potential for placement having a real and positive developmental impact on our respective campuses."

Suffolk University currently does provide all three aspects, yet there is no formal policy statement and the services are scattered throughout various departments. The placement policy developed for Suffolk University's CBA/GSA probably should evolve into an approach similar to the writings of a Placement Director, Frank P. Yates (1976, p. 63) "...the thrust will always be toward a comprehensive career and placement service for students of the University of Texas at Arlington..." which is also quite similar to the statement of the Associate Dean and Director of Career Planning and Placement at California State University at Long Beach, H. Edward Babbush (1977, p. 43) "We place a strong emphasis on the career planning and placement services at this campus."

Through a survey of the literature and a comparison of placement policy statements both internal and external, the following sections of this

paper will focus on what activities should become a part of the placement role, an example and/or suggestion on how this activity should be carried out and finally, a policy statement suitable for inclusion in the University bulletin and student handbook.

Chapter 2

BACKGROUND AND SIGNIFICANCE

Construction of a Placement Policy

A policy may be referred to as a guide to action. The large diversity of actions that a placement department is subject to may indeed appear overwhelming, yet the governance of this aspect of an institution is as essential as any other.

As pointed out in the introduction, there is virtually no placement policy in effect at this time other than the one sentence "The Placement Bureau is a lifetime source of information and an aid to all Suffolk alumni." This statement may be interpreted to mean that the placement department does keep a permanent folder on graduates and does collect employment information.

Before attempting to determine a policy, it appears appropriate to identify a potpourri of activities and developments of interest to any placement department, all of which have a bearing on the ultimate policy.

Professionalism

As was pointed out in the introduction, Thain (1977, p. 35) believes that "...it is gratifying to realize how many appropriately educated, experienced, and talented people are rendering our fields highly competitive." Also Yenawine (1975, p. 38) points out that "As our educational roles are developed and expanded, there is greater potential for placement having a real and positive developmental impact on our respective campuses." He feels that (p. 38) "There is reason to be excited by changing trends in college placement,"

and that (p. 36-37) "Placement professionals should develop lecture or seminar series, workshops, and media presentations..." Seeloff (1978. p. 40) points out that "By definition, professionalism is 'the conduct, aims, or qualities that characterize or mark a profession'."

Even since Bucci (1971, p. 73) revealed his 1968-69 study showing that the placement director is "...somewhat unappreciated by the college community," and that (p. 82) "...it is clear that the position of placement director is perceived as lower in rank on the totem pole of student personnel administration than is justly deserved." The professional aspect of the placement director has apparently been drastically improved.

Humphries (1976, p. 55) in his article "The Student Personnel Administrator - Fish or Fowl?" asks the question, "Are they faculty, staff, or administration? This is a significant matter because it deals with questions of tenure, work-load responsibilities, and the like." He goes on to state (p. 56) that "Lester Hale (1974, p.74) ...assessed the situation accurately when he stated that 'classifying the counselors and deans in student affairs as non-faculty has been one of the great academic 'sins' of the century'."

All of the above references and many others imply that placement has indeed gradually evolved from a faculty dumping ground to a much higher professional level.

Bingham (1974, p. 57) points out that it is "...necessary for personnel to assume not only the emerging roles related to career planning and placement but unrelated roles as well." The importance of the professional counselors is highlighted in his final statement (p. 61) "If graduates do not find profitable employment as a result of higher education, will students continue to enter college?" This of course is also due to the upgrading of placement.

As Bachhuber (1977, p. 41) points out, "The transition from placement bureau to career development center has been realized on a majority of today's campuses."

Perhaps Sovilla (1972, p. 66) sums up the professional aspect of placement most succinctly when he stated that "Career counseling and placement is an evolving profession, and there are many intellectual battles to fight before arriving at a consensus as to its mission."

Walters (1976, p. 40) identifies his "...tough, five-part yardstick will help you to measure your growth toward professionalism." The five parts are: (p. 41) "The first measurement of professionalism for the counseling and placement function concentrates on young students." The second states that "The real professional will be working on establishing such relationships and opportunities between institutions and employers." (p. 41) "A third element of professionalism follows naturally from the first two--feedback." (p. 42) "The fourth measurement that indicates whether or not we're moving toward professionalism is our ability to solicit feedback from students working in their programmed assignments." And finally, "The fifth measurement on the road toward professionalism is for the counselor and placement director to get a good deal of first-hand organizational operations experience."

In short, the professionalism of placement and career counseling directors is summed up by Shingleton (1978, p. 33) when he states that "Placement directors do not need to change the higher education system per se. Rather, they should supplement that system and serve as a bridge between education and the world of work."

Involvement of Others

Money, time, and individual expertise seem to indicate that the placement office is unable to do everything that is expected of them unless

they involve the assistance of others. This is especially true if the institution has as its goal student development.

Faculty As McLoughlin pointed out in 1973 (p. 82) "...additional support for placement activities will be received by moving closer to the academic side of the institution." As part of Hale's 375 page report (1974, p. 74) he feels that "Student Affairs should have educational responsibility with academic affairs."

"Instead of complaining about faculty indifference...," writes Routh, (1977, p. 39) "...placement officials and counselors can develop programs to affect faculty attitudes, motivation and knowledge." Perhaps the most profound statement to support the need for using faculty was made by Hale (1974, p. 36) from a year long University of Florida study. He states that:

> The faculty always has had the responsibilities for advising students regarding their educational programs, and it is probably the only manpower pool large enough and well enough informed to accomplish both career and academic advising on any comprehensive scale. Furthermore, students want closer contact with faculty members. They do not want or need full professors to help them with registration--signing tickets, sitting at tables in the gym, handing out class cards, granting permission to take courses already approved in a students planned program. They do need to talk to teachers, old and young, about career opportunities, professional environments, life styles, curricular variations, course content, and planning of degree requirements.

"...there is little question that many students view their education in terms of career goals," says Bachhuber (1977, p. 42). Taking this statement one step further, it also seems that the faculty is more easily accessible to the student than is placement and therefore able to answer the myriad of questions and concerns that students have while progressing toward their goal.

Alumni and Business In order to provide not only students but the entire college community with current knowledge of the "real world of work", it is extremely useful to involve alumni and the business community. The term business community is used here to represent all types of employers including business, government, education, military, non-profit, etc. Basically, the alumni can tell students and the college community what it is like and business can tell what is needed. Good communications can reap real benefits to everyone involved. One quote relayed by Slavens (1975, p. 72) states that "Hearing the experiences of recent graduates gives a more realistic outlook on what to expect and strive for in starting a career."

A former student and current head of a regional Suffolk University alumni group states that: (Zamos, 1978) "The experience of following around an executive in my field for half a day was perhaps my most memorable and rewarding college experience." He, and the alumni group he represents, was eager to provide speakers to the college as well as to allow current students to visit the alumni at their place of work for the purpose of interviewing and following the alumni around while performing their jobs.

The manager of college relations for Chicago's Continental Bank, Mr. Gary Hickok, (1976, p. 59) states that "Good college relations come from an ongoing, over-the-years approach to developing a relationship between corporate staff and the college's faculty, administrators, and students." This type of relationship appears essential especially if the institution is involved with co-operative ed.

In order to have a more effective employer relationship two small liberal arts colleges worked together. According to Bachhuber, McGrath and Kaplan (1978, p. 57) "Cornell and Coe Colleges, located in eastern Iowa, have recently developed a cooperative program to improve the placement function

of their respective career planning offices." They go on to state (p. 59) that: "With the opportunity to recruit top students from two colleges, many employers who were not familiar with Cornell and Coe Colleges are now willing to seriously consider their graduates."

Students Even some of the advanced students on campus can aid the placement department. At the University of Wisconsin Dye (1975, p. 33) found that: "The placement office personnel learned that training graduate students to perform placement functions was both viable and satisfying." He found (p. 31) that "The utilization of 'pre-professionals'(those beginning a graduate program in counseling or student personnel work) can add to the efficient use of staff expertise in this area." Hale (1974, p. 72) feels the same way in that graduate students "...should be able to gain such apprenticeship experience as graduate students in the same manner in which they gain classroom teaching experience." He also points out that "...students are significantly influenced by their peers," and that "Students advise and counsel each other independently of the university's policy." The conclusion is that since advising and counseling is being done by students anyway, why not let them do it within the guidelines of university policies and placement.

We have seen in this section that faculty, administration, business, alumni, and even current students can be used to assist the over-worked placement department. This aspect of involving others is not only desirable but also a trend. Birch and Mann (1977, p. 52) found that,

> State departments of education, deans, professors, college placement officers, and counselors have all placed renewed emphasis on the importance of actively assisting students with career choices. The aim is for careers that will provide satisfying life styles, psychologically rewarding expressions of self, and a more flexible orientation to the future development of life's work experience.

Physical Setting and Organization

The physical setting and organization of the placement department is as varied as imagination can make it. The physical setting can range from windowless basement rooms to a specifically designed building such as California State University at Long Beach. One indisputable fact is clear, placement should be located in the center of student traffic. (Babbush, 1977; Birch and Mann, 1977; Enos, 1975, and others). Other than an office for the director, an office for the clerical staff, a reception area and of course interview rooms, other physical arrangements will depend on the organization.

In the specifically designed building at California State, Long Beach, Babbush (1977, p. 45) states that,

> The student service function occupies the second floor. Most of the academic departments are located there. The president, vice president, budget and business offices are on the third floor. Admissions and records, school relations, accounting, continuing education and summer sessions offices are on the first floor.

He points out that the campus has over 33,000 students and that career planning and placement have "...approximately 8,000 square feet of usable space..." In this space they have allowed for actual use such somewhat unique things as a resource center, audiovisual (8 mm films and video taping) lounge, computerized career guidance programs, 24-hour telephone tape answering service and 8 x 8½ foot rooms for individual interviews. Most areas have carpeted floors and the entire layout is designed (p. 46) "...to provide a sense of warmth and a pleasant, yet professional business environment."

Babbush admits that they were fortunate that the director of career planning and placement had experience as a structural draftsman and that the fight to get what they wanted was aided by a strong rationale (p. 46).

> With a surplus of college graduates today, with a current emphasis upon providing career education and career planning assistance to individuals seeking to obtain satisfying careers, it is essential that these resources be available. This equipment is expensive; the physical facilities and the staffing required to properly provide this service is expensive but it is far more expensive to students and the taxpayers of the state of California to allow thousands of individuals to flounder in a sea of confusion, without assistance, which can be provided through this facility, graduates from the University would often be unaware of the career avenues available to them.

Babbush (p. 46) says that "our main suggestion to those planning new facilities would be to visit and pick the brains of others." His other suggestions include involving all staff members and trying to build as much flexibility into the plans as possible. Reifsteck (1974, p. 49) points out that:

> The new facilities were formally opened at La Salle in September of 1973. This area of 3,200 square feet contains four private offices, nine interview rooms, an audio-visual room, a conference room, the career library, and a reception area.

Organization of the Placement Department

The organization of the placement department according to Bachhuber (1977, p. 41) as well as many others shows that "The transition from placement bureau to career development center has been realized on a majority of today's campuses." There does appear, however, that there still remains some discrepancy in the degree or depth of counseling that the placement department should assume.

The more extensive the duties are the larger the organization must be to handle these duties. It appears that the minimum amount of duties would be the traditional placement role of advising seniors and recruiting. For the 16,000 students at the University of Texas-Arlington, Yates (1976, p. 61)

states that "Like many others, the UTA placement service is understaffed--one director, a secretary, and limited student help." Reifsteck (1974, p. 46) indicates a slightly higher ratio for the 3,100 day and 2,600 evening students whereby "The current staff at LaSalle consists of three professionals, two secretaries and three college work-study students."

McLoughlin (1973, p. 81) points out that:

> Just to use one example: 24 colleges and universities with full-time student enrollments of 5,000 to 10,000 students indicated that they had an average staff size of two full-time professional people.

At Coe College with 1,200 students Bachhuber (1977, p. 43) reports that "The center is staffed by one director, two full-time staff, three half-time counselors, an administrative assistant/office manager and five work-study students..." The reason for this proportionately larger staff will be explained shortly.

"It seems..." states Sovilla (1970, p. 51) "...that career counseling is, in fact, the critical first step and that placement officers should not hesitate to accept some of the responsibility in this area." With the current interest in career counseling as part of the placement department, the present organization is bound to change. How extensive should the placement duties be over and above the traditional ones? In the Yates study (1976, p. 63) he summarizes his findings by stating that:

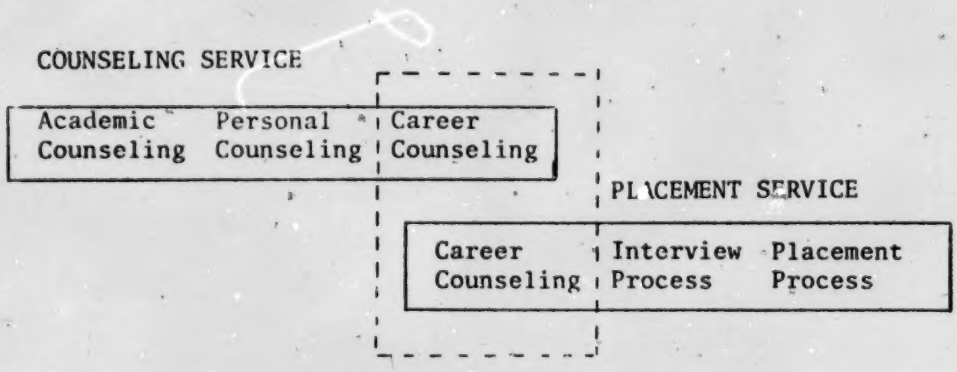
> Frankly, the results of the questionnaire were surprising. While the employers recognize the students' need for career planning, students, top administrators, placement directors, and faculty do not perceive it as an important function of a placement office."

This opinion could prevail because the student lacks an understanding of what career planning involves, the placement director is either not qualified or lacks the time, and the administration and faculty feels it

belongs in another department. In one, year-long major study at the University of Florida in 1972, Hale (1974, p. 35) found that what was needed was,

> ...a central administrator in Academic Affairs who can devote full time to the supervision and coordination of the career education, counseling and academic advising system; and a Commission on Academic (Advisement) and Counseling.

It appears that this rather impressive study implies that at least coordination is needed in the advising/counseling areas. Evidently some institutions have counseling and placement completely separated. At California State College-Los Angeles, Kirk (1971, p. 44) states that "Counseling and placement services have been identified as distinct student personnel functions on the college campus for over 35 years." He goes on to prove that a "marriage" (p. 46) "...of the functions of counseling and placement has been the creation of a Career Development Center. This center is jointly sponsored and maintained by the two 'parent' centers..." as shown in the following chart:



CAREER DEVELOPMENT CENTER

Shingleton (1978, p. 34) laments that "Too often the placement office is located near the bottom of the student affairs pyramid."

However, at Coe College an even more unified department has been developed. Bachhuber (1977, p. 42) says that,

> All primary counseling services and programs have been consolidated within the division of student affairs and are coordinated by a central office, the Center for Academic and Career Planning. The product is a comprehensive counseling program that incorporates students' career planning into their educational or academic planning... This is the reason for the relatively larger staff at Coe College which was mentioned previously.

In McLoughlin's study (1973, p. 81) he found that "...the great majority of placement directors are not interested in entertaining indepth counseling of a psychological nature..." and "The study indicates that there is no trend toward combining the facilities of placement and personal counseling." He did find, however, (p. 82) that "A preponderant number of placement directors report to an official in the area of student personnel services," and that "This confirms the trend toward incorporation of the placement services into the student personnel function."

Over six years ago Sovilla (1972, p. 64) stated that "It is, for example, a rare occurrence today for a placement officer to actually place a student." He goes on to say that "While assisting students to locate appropriate career positions remains a primary goal, it is equally important to assist students in defining career goals." This is the essence of career counseling.

Courses, Placement, and Special Problems

Courses The aspect of the placement department's role in courses, placement, and special problems are interrelated to some degree. From seminars ranging in length from one hour to several days or weeks all the way up to full-fledged college courses for credit, many of the special

problems involving placement can be either eliminated or at least reduced..

Non-Credit It appears that one and two hour seminars have been an integral part of the placement department's responsibility for many years. These senimars normally deal with such topics as the interview, resume preparation, and the like. Yenawine (1975, p. 37) points out that,

> Placement professionals should develop lecture or seminar series, workshops, and media presentations designed to acquaint the entire community with all the traditional and non-traditional ranges of employment possibilities."

The collection of topics appears to not only be growing but also increasing in sophistication. At the University of Wyoming, Forrest and Baumgarten (1975, p. 77) point out that "An increasingly competitive job marketplace has encouraged many college placement personnel to examine and implement skill-training modules." At Purdue University Slavens (1975, p. 72) developed what she terms "... a unique and exciting program for women students..." by bringing together "...43 alumnae and 22 employers participants.."

Credit Courses Following what may be called seminars, workshops, modules, etc. would be courses. During February and March 1973, Devlin (1974, p. 63) mailed a survey and found that "approximately 51% (756) usable questionnaires were returned. The findings revealed that about 10% of the responding institutions were offering career development courses as part of their academic program. However, an additional 15% or 123 institutions did indicate that they were in the actual planning stage of proposing a course." Devlin goes on to state that "...of the 78 institutions offering courses, 40 courses were primarily taught by placement counselors." Devlin found that the remaining courses were taught by teaching counselors, psychology and business departments.

The University of Oregon believes in large (128 member) classes which according to Ripley (1975, p. 66) is broadly divided into three activity areas: job (activities that provide survival needs), vocation (activities that provide a sense of self-fulfillment), and leisure (activities that provide relaxation and a sense of fun). Figler and Mandell (1976, p. 53) emphasize their approach also in a three-part series on career groups. Ripley identifies ten sessions and a textbook. At Pennsylvania State University Swails and Hess (1977, p. 57) have a "Human Development 498" course divided into seven modules for college credit. This course evidently is not taught by the placement department but (p. 58) "The Center's staff involved themselves in organizing appropriate materials and developing delivery techniques."

At Indiana-Purdue Universities, Fort Wayne Backhaus and Bolgard (1977, p. 61) "...have developed, implemented and evaluated a three-credit-hour learner-centered career planning course."

At the University of Rhode Island, Erhart and Gilmore (1977, p. 71) joined with the faculty to create a career oriented course with credit. Their rationale was that "...the non-credit session is likely to be neglected." Working through their speech department they point out that (p. 73) "The speech staff's attitude might be proposed as a principle to be considered for general adoption; that the primary responsibility for career planning should rest with each academic department..."

Sutherland (1978, p.) also feels that any department could offer such a course providing the implementor (instructor) has in some degree the three basic qualifications of teaching, counseling and marketing/management.

Perhaps the placement department may be the best place to offer

a career course if the talent and time is available. In any case, the number of institutions offering such a course, the quality and the materials available for such a course are growing. It appears inevitable that progressive institutions of higher education will eventually offer a career course especially if present economic conditions continue.

Problem Areas Credit courses and even non-credit courses can help the many problem areas faced by the placement office. Instead of being called problems, they might be considered challenges because most appear to be more of a counseling role--convincing the troubled job seeker that there is a spot for them.

Liberat Arts Problem:

The placement of liberal arts students is much more difficult than the placement of engineering and business students. In fact, some people say and believe that liberal arts graduates are unemployable. This need not and should not be the case. The liberal arts problem is different in two primary ways. First the traditional direct transition from a major into a rewarding position using this major is indeed rare. At Southern Illinois University, E. Michael Walsh (1976, p. 35) in his follow-up study found that "over one-third of the class surveyed went on for advanced degrees. Three-fourths of those who were enrolled at the time of the survey were studying non-liberal arts fields." He goes on to point out (p. 38) that "...the attempt to predict a career from the college major is a highly dubious one" and that (p. 36) "very often their careers are the result of their creative use of accidents."

The second related problem faced in placing liberal arts majors deals with what might be termed "Rejection Shock". This of course is

closely related to the thinking of Walsh, above, in that few liberal arts students obtain positions in that direct manner. Zehring (1975, p. 35) points out that: "Rejection Shock could lead to emotional and physical symptoms--depression, lack of motivation, low self-esteem and alienation."

The placement department therefore has a dual problem of not only placing liberal arts students but also helping them deal with the "Rejection Shock". There are several beliefs that create problems that the placement department must deal with. Bechtel and Dew (1975, pp. 42-47) have identified three areas; First Liberal Arts students depend heavily on the placement office yet employers use the placement office primarily to recruit technical and business students. Second, the job search methods such as write/walk-in places the liberal arts student in a difficult position of competing with thousands of others. Finally, the majority of liberal arts students are seeking non-business/industrial positions yet the vast majority of employment opportunities are business/industrial related.

Placement of Women Problem:

Since women traditionally have majored in liberal arts the placement of women is closely associated with the problems encountered in placing liberal arts students in general. In fact, Alvord, Brebner and Volk (1977, p. 67) made a survey of women registered at the college of liberal arts and found that "Aspiration to traditionally male-dominated careers in these areas [advertising and public relations and marketing, sales, and management job areas] has risen overall from 14.8% in 1969-70 to 20.2% in 1974-75." Not only have women infiltrated male-dominated careers, but their numbers have also increased in total. Underwood (1977, p. 5) states that "...the number of working adult women has increased from 26 percent in 1940 to 47.9 percent in 1977."

There is no doubt that opportunities for women and other minorities have increased dramatically since the passage of the Civil Rights Act of 1964. The increase because of the federal act has not, however, automatically given women equal footing with men. Walsh (1976, p. 36) pointed out that "Although both women in these examples began as office workers, neither remained a secretary or receptionist." The staunch, equal rights attitude that some women have may need to be re-evaluated especially if they are a liberal arts graduate seeking employment in a business/industrial setting.

Today there is probably no major business in the United States that is not committed to equal rights. Women do have better opportunities than in the past and in many cases better opportunities than their male counterpart. There are still many problems women must address themselves to. Women face problems such as relocation, marriage, child-rearing, etc. Brookshire and Lumsden (1975, p. 79) made a study to try and answer such questions and found that: "The responses indicated that single females, but not married females, would be as geographically mobile in their future careers as their male student peers." They go on to state that "An overwhelming percentage of recruiters felt that marriage would or might restrict the mobility of females more than males." and that "Surprisingly, more male than female students expected having children at home to restrict their mobility."

In many instances in order to comply with the Civil Rights Act women are at a distinct advantage. In an article "Ms. CPA" Barcelona, Lelievre and Lelievre (1975, p. 37) state that "It is inadequate to say that young women are <u>accepted</u> into the profession today; they are warmly <u>welcomed</u>."

Placement of Minorities Problem Gifford (1975, p. 45) seems to have expressed the combined view of government, business and education when he says "Minorities and women deserve their place in the mainstream of society." Quite frequently the advantages and disadvantages of minorities and women are similar in the realm of placement and careers. There are some important differences however. In a study conducted by Burton (1975, p. 73) he observed that "Female graduates tend to achieve higher scores on aptititude and personality tests, and they earn higher grades in school and college." Conversely, he observed that "Nonwhite seniors tend to achieve lower grades and below average scores on aptitude and personality tests." The assumption that led Burton (p. 72) to these observations was that "It seems clear that one key to employment stability is the degree of compatibility between job values and the capacity of the job to fulfill those values." He reasons that if care is taken in the placement of women and minorities, business and society will benefit by having these individuals placed in positions that meet their individual needs.

Placement of Foreign Students The problem of placing foreigh students is a unique challenge for the placement director. Some foreign students want help in securing placement in their own country, others want to work in the United States. Many restrictions govern the employment of foreign students in this country such as visa restrictions with an eighteen month limit, working for multinational companies that have a branch in the student's home country, etc. LaBerge and Levy (1976, p. 54) in a footnote explain the provisions for what is called "practical training":

> The term "practical training" refers here to the provision of a student visa which allows the recipient to work in the U.S. for a period of up to 18 months after graduation. Practical training is a privilege, and not a right, it is not automatically granted by the Immigration and Naturalization Service even when approved by a foreign student advisor. Any employment offer to a student must be recognized as temporary, displacing no U.S. citizen or permanent resident, and it must be in a student's field of study. It is also understood that this period of training is a final step prior to a student's departure from the U.S. and that similar training is not available in the student's home country.

La Berge and Levy (1976, p. 53) point out that "At the present time there are over 200,000 foreign students in the U.S." It would appear that any university with a substantial number of foreign students should consider deeper involvement in an attempt to help this segment of the student population.

Placement of Part-Time and Evening Students Part-time and evening students do not include those who participate in only one course or those who attend seminars and other non-credit forms of education. The problem is with the part-time and evening student who seeks an advanced degree. This problem tends to be centered around dealing with older students, dealing with employed students, dealing with students with higher expectations, etc. Branan (1976, p. 49) points out that "...part-time students...were not at all concerned with the schools assistance in helping them find a job or a career--they already had one." Part-time and evening students may want work while attending school along with some counseling for a possible career change. There also appears to be an unwarrented stigma that the evening school is not as good as the regular day school.

Other Problems of Placement The goal fo a successful placement director is to place all students who are seeking the help of the placement office. Figler (1978, p. 31) points out that "...a large proportion of our clientele is awkward, reticent, uninspiring, and pretty darn passive about the whole thing." The students with physical disabilities, the students that are obese or disfigured, and the poorer academic students are just samples of the many problems the placement director can become involved with along with increasing federal guidelines and regulations. Neal (1977, p. 65) points out that "One of the sad facts in the life of the career planning and placement director is that there are as many people in the bottom 10% of the class as in the top 10%." Special programs and special individualized attention appear to be the answers.

Fortunately for most placement offices, serious physical disabilities tend to be concentrated at special schools. At the Rochester Institute of Technology, they specialize in training the deaf and hard of hearing (Smith, 1972) and at the relatively new (1971) Ramapo College of New Jersey they specialize in training the physically disabled students (Bischoff, 1978).

Yenawine (1975, p. 57) points out that "...in view of today's rapidly changing economic and social conditions..." the "...critical topics or relationships, such as work and leisure, the career implications of changing sex roles, second careers and early retirement," would be problems likely to be encountered by the placement director.

Career Planning for Leisure Dr. Theresa Ripley is probably the most zealous advocate of the inclusion of three books and leisure as part of the placement service since she has written a number of articles on this subject. Ripley and O'Brien (1976, p. 56) point out some of the reasons

why leisure is so important. It is brought about by "...the shortening of the work week, increased holidays and vacation time, later entrance into the work force, and pressure for early retirement." They go on to point out that "Learning how to live with leisure may vecome as important for tomorrow's generations as learning how to live with work has been for yesterday's."

Ripley (1975, p. 67) contends that "The Career Planning and Placement Office at the university defines career development broadly and divides it into three activity areas:

1. Job--activities that provide survival needs;
2. Vocation--activities that provide a sense of self-fulfillment;
3. Leisure--activities that provide relaxation and a sense of fun.

This three-way classification was first proposed by John Loughary in 1967. (see: Loughary, John W. and Ripley, Theresa M. A Career Planning Guide for College Students, Eugene, OR United Learning Corp,. also in Ripley and O'Brien, 1976, p. 54).

One good rationalization for including leisure in the future is summed up by Price and Walker (1977, p. 595): "The whole concept of work as an unpleasant duty will be less common, as work and leisure becomes equally valid types of activity."

A noted psychologist, Dr. Forgione (1978) sums up this discussion by saying, "No one has really taught us how to relax.

Placement Activities The professional placement director, as described earlier, is becoming more and more involved with counseling. This section will deal more specifica-ly with what most placement directors consider to be their primary job--placement. The concerns of the placement

director are to attract firms to visit the campus, to assist in the interview process and to privide research on the companies.

Cohen and Etheredge (1975, p. 75) point out that "Many college students view the recruitment interview as a threat since so much depends on it." Yet, a research study of employers by Dennis and Gustafson (1972, p. 74) shows that "Most firms viewed college campuses as the best source fo young college-educated talent." Because of this the students should not feel as threatened by the interview since they are in such an enviable position. One of the primary problems in the interviewing process was revealed in a study by Coleman, Siegel and Sateja (1977, p.55) which looked into the needs of the student and the needs of the employer. One of the outcomes was that students indicated "...a stronger orientation toward basic salary and security considerations than that expressed by the organization."

Behavior dynamics induced by family dynamics was investigated by Stevens (1977, p. 28) and it was found that there were "...three job-seeking behavior patterns: high, moderate, and low placement readiness."

The placement director is expected to provide help in the traditional areas of resume preparation, interview techniques and the like. It also appears that the placement director should be aware of the psychological bases which create the undesirable behavior which in turn prevents successful job seeking.

Information Systems As the number of college graduates increase and the supply of appropriate jobs decrease, there is more and more pressure on the placement office to deliver more assistance to the student and at the same time to live within the budget. Three primary types of information

systems will be discussed at this point. The three systems are: (1) career reference libraries, (2) audio-visual systems, and (3) computer.

One author, Makris (1977, p. 61) points out that "A career library provides a physical focal point for students to take the important steps toward self-examination and research." When setting up a new career library there are a number of considerations, Makris (1977, p. 63) primarily: "...types of literature, facilities and furnishing, and the requirements of the student body." It is obvious that much literature is free, some is purchasable and all should be kept current. Space, tables, and chairs, bookcases and the like must next be considered. Since each institution has a different student population the content and arrangement of the materials and facilities is the last consideration.

Lack of time is a critical element not only for the placement office but also for the student. Long hours of reading printed matter is not appreciated by students, according to Jones (1975, p. 38), "Students clearly want and need career information in a more usable and meaningful format than that provided by printed material." This more usable form is videotaping can range from merely the practice and evaluation of interviewing techniques all the way to a complete library of interest to students beginning from their freshman year. The latter is described in five different categories by Jones (1975, p. 39):

> Category I--Audio cassette tapes for each undergraduate department showing an overview of what studies in each department will involve.
>
> Category II--Video cassette tapes which give an overview of what is involved in a given type of professional career.
>
> Category III--Video cassette tapes dealing with what graduates of certain departments can do within a given industrial or professional area.

Category IV--Video cassette tapes giving an overview of an actual employer.

Category V--Audio cassette tapes giving job description information.

According to Jones, a freshman would be interested in the curriculum requirements for a major and use category I. Categories II and III are helpful when the student is exploring different areas. Categories IV and V would be of primary interest to seniors seeking more specific information.

More placement offices are beginning to use video taping as a device for pre-screening by employers that may or may not come to the campus. At the University of Maine, Brockway (1972, p. 53) says that "It is looked on as a means of breaking the geographical barrier and holding open national opportunities for Maine students." He goes on to point out that: (p. 55) "The strongest point of a video taped interview is that it lends a personality to a resume...you gain a different, warmer feeling."

The University of Maine has to a great degree solved its problem of geographic remoteness, yet Babson College, located in Boston has conducted a successful cooperative video tape experiment with business. Business uses the video tapes to train their recruiters and Babson College uses the tapes to train the student in interviewing techniques. As Kiradjieff and Stimac (1975, p. 68) point out "...video tape demonstrates what not to do, as well as what to do in an interview." Both the University of Maine and Babson College see a growth and benefit from video taping, especially the pre-screening by employers. If employers like the tape, they request a personal interview with the student.

The thrid type of information system is the use of the computer. For the most part, computer systems use the qualifications of the candidate as input; when a position develops, the computer matches the position to

the student with the necessary qualifications. Barkhaus and Crandall (1976, p. 42) briefly describe the process in this way: "Job request cards are inputed into the computer which then scans the data base for candidates matching job selection criteria. When a match occurs, an 'employment mailer' is printed by the computer."

The only alternative to the computer is a card file with a separate card for each position for which an individual student feels qualified. When an employer makes a request, all of the potential candidates must be notified, usually be mail. When the State University of New York at Albany changed from a card file to a computer, Stewart (1975, p. 61) found that the "...Computer Center, has proven to be an unqualified success from every standpoint--accuracy, speed, volume, and economy."

If one were to seek out the more progressive college and university placement offices in the Boston area, one would undoubtedly be directed to Harvard University and, more specifically, to the director of Career development at Harvard's Business School. Hodgins (1978) describes a six part service that his office provides for the 15,000 M.B.A. students:

1. A placement market place
2. A counseling service including both academic and career
3. A career library
4. A computer system that will screen, locate and keep a placement record
5. Non-credit courses primarily in interviewing
6. A self-assessment service involving career planning for self and others.

Not only are jobs posted at the Harvard Business School for students to contact, but the school is particularly proud of its computer system. A potential employer can request an M.B.A. student with various

interests and qualifications and immediately receive a list of potential candidates.

Ms. Ardis Griffin, Assistant Director of Placement (1978) at Harvard Business School explained her complicated task setting up interviews with 350 different companies with only thirty spaces for interviewing. She pointed out that the trend is for the company representative to first screen the candidates by using the computer along with resumes.

Nagy (1978, p. 35) reports a similar sign-up system using the computer at the University of Pittaburgh where a survey showed that students "...preferred the computer system 9 to 1."

Not only can computers store information about the student and potential employer, but they can also store pertinent career information. Wilhelm (1978, p. 65) says that:

> Today, the computer not only catalogues and identifies registrants but also catalogues and identifies career information. There are several computerized career quidance systems currently in operation or being developed.

In any event, any information system should be thoroughly investigated before implemented. The placement director should visit as many placement offices already using the information system for ideas. Once ideas are formulated, there should be a feasibility study to compare the cost of doing it the way it is now to the proposed new information system. As Sampson (1978, p. 35) points out:

> Using computers for processing information does have its limitations in that it is not applicable to all institutions and may not be cost effective for one reason or another. However, where computer-assisted placement is feasible, great strides can be made in improving the quantity and quality of services offered.

Specific dollar costs are extremely difficult to determine. A few hundred dollars upwards to a few thousand dollars are often reported.

All estimates vary with the volume of use and amount of computer hardware already available. Mayberry states (1978, p. 41) that "The best estimate our systems people could come up with...was that we were getting the benefit of at least three, full-time clerical workers without additional costs." At Bowling Green State University, an IBM 6/44 Information Processor was leased. Galloway (1978, p. 42) reports that "The monthly lease cost is $690, the purchase price $26,880."

Outreach Efforts It appears to be a fact, states Upchurch and Thomas (1975, p. 67) that students "...are being called upon to make educational and occupational decisions for which they do not have adequate preparation, experience, and information." The placement office has the primary responsibility of helping students with their occupational decisions. Students, however, do not voluntarily seek this available help. Sometimes the help of the faculty and staff is recruited to promote these available services and to also assist the students in their occupational search. Upchurch and Thomas (1975, p. 67) go on to state that "It may appear there is an unwillingness to work together." They go on to state (p. 69) "The university must develop a reputation in 'career preparation'." In order to contact the prime recipient--the senior, Padgett (1976, p. 67) sent packets to: "...head residents; the directors of financial aid, housing, career planning and placement, and student activities; the dean of student development; and, the counseling intern and the coordinator of counseling."

Most outreach efforts, however, are designed to reach specific groups. Routh (1977, p. 37) informs faculty through seminars with the belief that "...the office of career planning and placement was dedicated to sharing rather than hoarding information." The results of this program

(p. 39) "...proved to be one of the most beneficial programs ever undertaken by the office of career planning and placement." In the area of minority placement Souther (1972, p. 61) describes how "Three outreach programs actually got underway: (1) minority job fair, (2) minority resume book, and (3) a minority work internship program." In yet another case, Kligerman and Gilmore (1978, p. 72) worked through residence hall directors with the belief that "Outreach training programs are more effective when hall directors can observe different resources and techniques."

Follow-Up

Any new course, seminar, physical arrangement or technique should be evaluated with some type of follow-up. This is apparently more important in colleges than it is in business and other areas. Toombs and Frisbey (1972, p. 37) believe that "Higher education takes its directions not by compliance with directives or commands but by formulating its own response to the cues that are sent out by various segments of society." The various responses that placement makes are rarely, it ever, in compliance with directives or commands. Placement is constantly attempting to solve the interrelated problems of the employer, the student, and the institution. If placement, for example, feels that a minority group is having a difficult time being recruited, placement may devise a specific program that has to have a follow-up. (see Burton, 1975).

Bachhuber (1977) and Erhart and Gilmore (1977) made follow-up studies on faculty involvement in the placement process. How well placement is doing its job were follow-up projects of such authors as Monson (1978), Forrest and Baumgarten (1977) and Buttram et. al. (1977). Yates (1976, p. 62) at the University of Texas perhaps made one of the most

thorough studies of the placement office and questioned faculty, graduates, students, presidents and other placement directors. One of the interesting results was that, "Research as a function of the placement service was rated least important." Research and follow-up are not the same thing. Research relates more to the search for new knowledge whereas follow-up relates more to the testing of new ideas. The primary function of placement, according to Yates, was to help students clarify their career goals.

Since a primary function of placement is placing the student, one primary area of follow-up concerns the graduates' evaluation. Walsh (1977, p. 48) found that "The evaluation puts graduates in the role of consumers and inquires about their satisfaction with their educational 'product'."

In summary, the placement director is in an exciting and challenging position when coordinating the various functions of the placement office.

Chapter 3

PROCEDURE

In order to determine a viable placement policy from the point of view of Suffolk University's College of Business Administration, (CBA) an in depth review of appropriate literature was essential. The literature was searched, internal and external policies were scanned and a questionnaire on placement was completed by the CBA faculty.

It is indeed necessary to discover what has been done , what is being done and what should be done in the area of placement before a truly effective policy on placement can be delivered. History and direction was extracted primarily from the literature and actual policy in compliance with the CBA will be left to a later section on "Implications and Expectations."

The literature shows that the placement office must become involved with a variety of interests such as professionalism, involvement of others, organizations, location, courses and other problem areas.

Literature Research

If the placement department's professional status is to continue to advance, there are certain steps that might be taken. Humphries' (1976, p. 57) solution to the fish or fowl dilemma is that,

> Student personnel administrators could be recruited on the basis of the same academic credentials which prevail for teaching positions, though the lingering question here is one of practicality and feasibility.

McLoughlin (1973, p. 81) in his study found that,

> With reference to the preferred academic background for new staff members in career counseling and placement, an overwhelming 72% indicated that they desire new staff members to possiss at least a master's degree; 6% preferred a doctorate; and 10% indicated that the bachelor's degree was sufficient.

It is interesting to note that in his study he found that (p. 81)

> A close analysis of the responses shows that the counseling psychology degree was desired by only 19% of those responding. It would seem that this figure indicates that the great majority of placement directors are not interested in entertaining in-depth counseling of a psychological nature in their offices..

He goes on to elaborate on this point by stating that, "The study indicates that there is no trend toward combining the facilities of placement and personal counseling. "It is important to point out that this reference was from an article written in the spring of 1973; however, it is safe to assume that the growing role of the professional placement counselor is still improving."

"Involvement" is another key word that helps not only with the professional aspect of placement but also in a majority of the other points discussed in Chapter Two, especially outreach. At the University of Northern Iowa, Routh (1977, p. 37) states that "...the office of career planning and placement was dedicated to sharing rather than hoarding information." This university increased faculty involvement by (p. 36):

> A weekly mailing, "Placement News" was sent to all academic departments and seniors. Each academic department was given a colorful poster titled "Career Planning and Placement" to affix permanently to its bulletin board. As issues of "Placement News" came in, they were attached to the poster for easy reference.

At Coe College, Bachhuber (1977, p. 45) describes several written resources to assist the faculty advisor such as: The Coe advisors sourcebook, the academic plan, departmental descriptions, information for the

undecided student, progress of a Coe student and the center for academic and career planning brochure.

Other ways to increase visibility and cooperation is to have group meetings such as RAP. Steel (1975, p. 45) identifies RAP as a meeting involving recruiter, administration-faculty, and placement, indicating that (p. 46), "College personnel would gain knowledge of the 'real world of work' which frankly is missing in may of their backgrounds in recent years."

Slavene (1975, p. 72) identifies a similar meeting where "...at Purdue University over 2,000 students meet with 42 alumnae and 22 employers to discuss the "Occupational Outlook' for women in 1975."

A weekly display set up in a heavy traffic flow area featuring one career field per week was found to be successful at East Texas State University by Birch and Mann (1977, p. 53).

Not only must the placement department make itself visible by utilizing others, it must also fight for the proper physical location. Adequate office space in the center of student traffic is high in priority.

According to many authors (Babbush, 1977; Reifsteck, 1974; Yates, 1976; McLoughlin, 1973 and others) the typical placement department is relatively small, normally consisting of a director, a secretary and perhaps one or two other full-time employees.

The number of employees obviously depends on the volume and responsibility expected. The trend appears to have the placement director report to an official in the student personnel services rather than to the president or vice--resident of the college (McLoughlin, 1973). It is also implied that there is a trend towards a much closer relationship of

placement with counseling (McLoughlin, 1973; Bachhuber, 1977; Kirk, 1971),

At the University of Connecticut, Palmer, Atherley, and Thomas (1978, p. 49) explain how the placement office and the counseling center united their efforts to provide for the individual needs of the students.

Professionalism is a goal that placement directors are constantly working towards. The mere fact that the title has changed on most compuses from placement to career counseling and placement is evidence of this trend. From a comparison of randomly selected catalogue placement statements, as shown in Appendix C, five of the seven emphasize "Career Planning and Placement" and the remaining two are the traditional "Placement". Many authors (Bachhuber, 1977; Sovilla, 1972; Walters, 1976; and others) are staunch supporters of the professionalism goal of the placement department.

Besides offering seminars, workshops, modules, etc., the placement department should either offer or coordinate career development courses for credit. Devlin (1974), Ripley (1975), Swails and Hess (1977), Sutherland (1978) and others have shown how various forms of such a career course can be implemented. With such a course, many of the problems of the hard-to-place students will be either reduced or elininated.

One of the outstanding problems is the placement of liberal-arts students. For these students, the step from their major to a career utilizing their major is rare and it is normally beset with numerous rejections which may lead to a feeling of personal rejection. The placement department might consider the following factors proposed by Zehring (1975, p. 35):

1. Prepare seniors for potentially numerous rejections
2. Help them seek small successes
3. Offer support
4. Encourage stability zones
5. Offer individual counseling
6. Provide group counseling

For liberal arts students, Walsh (1976, p. 35) points out that "...the unuaual often is the usual," in seeking satisfying careers. He (Walsh, 1976, p. 38) goes on to point out that "A variety of jobs may in fact be better."

With the assumption that liberal arts students are employable, the placement office must use some different approaches. Bechtel and Dew (1975, pp. 43-48) identify some steps that might be taken by the placement office such as seeking out employers who are most likely to need liberal arts graduates, using an unlimited variety of recruiting options such as being flexible to employer's needs, and shifting from passive resignation to actively responding to the aspirations of the liberal arts students perhaps by taking tne placement service directly to potential employers.

Although some discrimination does exist for women in the minds of both men and women, the passage of the Civil Rights Act of 1964 has theoretically eliminated this problem. the placement department should help women to not only clarify their career goals, but make them aware of other potentially important decisions that lie ahead. Some of these decisions that may affect their careers would be mobility, marriage and child-bearing. As Alvord, Brebner, and Volk (1977, p. 69) point out "The continued need for counseling to help women make informed decisions about careers is imperative." They go on to say that "Such counseling should begin early in the college years and culminate in the placement activity." The- believe that this counseling "...should be part of a continuing process of evaluating and assessing career, educational, and psychological goals." Incidentally, most, if not all, authors feel that placement should become involved early in the student's college career.

(See: Babbush, 1977; Enos, 1975; Hale, 1974; McLoughlin, 1973; Shingleton, 1978; Walters, 1976; and others).

Although the needs of women are different from minorities, it appears to be the responsibility of placement to work with these students and recruiters, to be (Burton, 1975, p. 73) "...more sensitive to the values of female and non-white college seniors if they [recruiters] expect to be successful in their recruiting."

The placement office should experiment with different means to help place the non-white student. One study by Souther (1972, p. 59) shows that "Three outreach programs actually got underway: (1) a minority job fair, (2) a minority resume book, and (3) a minority work internship program." He states that these programs (p. 61) "...represent the kind of innovative experimentation which we believe placement needs so badly."

The foreign student is so different and complicated that LaBerge and Leavy (1976, p. 53) recommend that "Only colleges and universities with substantial numbers of foreign students would wish to undertake all aspects of the project." Their project at the University of Tennessee involved searching for employment through multinational companies and the federal government.

LaBerge and Leavy (1976, p. 54) do state that "...we are convinced that a cooperative effort between foreign student advisors and placement office personnel can evolve satisfactory solutions for these students."

One challenging example was given by Neal (1977, pp. 55-57), a bright accounting student from Nigeria eventually found his eighteen months of practical training which enabled him to complete his master's degree and then work for the same firm back home in Nigeria.

Part-time and evening students present a challeng to the placement office that is unique. The mature, hard-working and determined student has typically an "over-expectation" of what his degree is worth and has, for some reason, associated success with a change in job even though his current employer may have paid for part or all of the tuition. The first step that the placement office should take according to Thain (1976, p. 46) is to ask "...whether they've explored new assignment possibilities where they work." Thain (p. 47) explains what the placement services should be "First, there is alumni placement support from graduation to grave... Second, current student placement is provided on a direct basis only for part-time students within two quarters (six months) of graduation." He also suggests counseling at any stage and meetings with evening students. Thain (1976, p. 48) feels that attention to part-time and evening students has really been successful, he feels that "...there is no doubt that quality of career support has played a part in making us the major force in the market."

Other problems encountered by the placement office are too numerous to mention. Each problem may need special programs such as the one developed by Smith (1972, p. 59) to help the deaf at Rochester Institute of Technology. Most problems need individualized attention such as a thirteen step model to place the bottom ten percent developed by Neal (1977, p. 65-66). Each new problem requires a new solution which in turn requires the placement office to give additional time and attention.

As pointed out earlier, many of the problems and interests of students can be helped with courses and seminars. Leisure, as an example, appears to be of growing interests simply because society has more of it

today than ever before. Ripley (1975, p. 67) describes her leisure class as having five goals:

1. Assist the students to understand the role of leisure in current American lifestyle.
2. Assist students to increase their self-understanding, especially as it relates to their leisure style.
3. Assist students to become aware of the wide range of leisure activities available.
4. Assist students to become aware of the leisure resources available at the university and in the community.
5. Assist students to make decisions about their leisure activities and help them to implement those activities.

Wyant (1976, p. 58) states that "The goal of leisure is to build self-understanding through fun and relaxation." She goes on to explain how she sponsored a campus "leisure faire" with no money to finance it. She found (p. 54) that this was "...a sharp, new way to attract freshmen and sophomores to career planning."

Not only should the placement office provide the student with the typical and necessary tools such as resume and interview techniques, (probably through courses or seminars), but these offices should also be aware of basic counseling techniques. A conflict exists whereby student expectations versus employer expectations and some degree of counseling is necessary for its resolution. The conflict between student and employer can at least partially be aided, according to Coleman, Siegel, and Sateja (1977, p. 56) by "...helping students understand what their need structure is and the relationship between these needs and their employment aspirations." Identifying the needs of students is difficult enough. Matching students' needs to employers' needs appears even more difficult since a study by Grey and Gordon (1978, p. 9) indicates that the business employer for example, is not sure of what is needed:

> In real life, few top managers fit the stylized image of the fictionalized executive--hard-driving, risking his career on every decision. Research data shows, nonetheless, that

managers who rise to top jobs do tend to be risk-takers, though few follow the flamboyant style of make-believe corporate heroes."

Both of these artic'es (Coleman, et. al. and Grey and Gordon) imply that business student applicants should be more of the "risk-taking type rather than the "security seeking" type if they really want a challenging position in this area.

From a survey where employers rated the placement office, Dennis and Gustafson (1972, pl 76) suggested four guidelines for possible improvements in college placement offices:

1. Facilities should provide adequate privacy, space, and comfort for interviewing.
2. Students should be counseled or otherwise made aware of the types of vacancies currently available and the manner in which these vacancies might contribute to career aspirations.
3. Placement offices should effectively pre-screen students to prevent those with inadequate qualifications from obtaining limited interview time at the expense of other students; they should also attempt to prevent a few students from monopolizing the interview schedule.
4. Placement offices should provide companies with complete resumes from qualified students as far in advance of the actual interview date as possible.

Good projections for the prificient placement and career counselor are found in an article "Four makrs for effective counseling in the '70's" by Bolles (1974, p. 22)

1. Effective career counselors will be the advocates of the job-hunter.
2. Effective career counselors will "empower" the job-hunter rather than merely offer services.
3. Effective career counselors will move more into group work.
4. Effective career counselors will deal with their own career development before presuming to help their clients.

Information systems are also an integral part of the placement office. An information library to provide material for student research must be available. Space, materials, furnishings, etc. must be planned so that information is available in a logical arrangement.

Video-taping is another form of information that is being used for practice interview sessions and as a pre-screening device for employers. Finally the computer can be used for quicker, more accurate and more economical processing. In any information system, there appears to be problems, yet, every author that discusses their information system claims that the advantages outweigh any disadvantages. The key ingredient appears to be meeting the need at a particular institution, what is good for one may not be good for another. The University of Maine (Brockway, 1972, p. 52) used video-taping because of their grographically removed location. Stewart (1975, p. 65) points out that "...the computer's charges were less than those of the previous system..." Barkhaus and Crandall (1976, p. 43) not only saw a cost savings with the use of the computer, but also a savings in time and reduction in repetitious work. They point out, for example, that "The professional placement staff has been relieved from the paperwork involved in the job notification process." The use of the computer, or any information system, is usually determined by the number of students involved. Harvard Business School (Hodgins, 1978) uses a computer because they are dealing with some 12,000 employer requests and some 15,000 student applicants.

It appears that outreach efforts are an important aspect of placement. Many authors such as Upchurch and Thomas (1975); Padgett (1976); Routh (1977); Kligerman and Gilmore (1978); Mason and Rubin (1978); and Palmer, Atherly and Thomas (1978) all advocate getting others involved through special efforts.

Follow-up of every action taken by placement is almost a necessity. Not only should graduates be used to evaluate the placement program,

(Walsh, 1977) but faculty, other placement directors, etc. can also be contacted (Yates, 1976). In short, follow-up studies are needed for any new course, seminar, or technique. In one particularly interesting article "Women Graduates in the Work Force: How Successful Are They?", Pettigrew (1978, p. 62) it was found that "The employment outlook for educated women appears favorable." It is suggested that they should "...move toward the more technically oriented majors." This example serves as a typical follow-up and gives feedback to the placement office.

Internal Policy

As pointed out in the introduction, Suffolk University lacks an appropriate placement policy. Virtually all other departments in the University have adequate policy statements such as admissions and counseling as referred to in Appendix A. Other departments have several pages, in most instances, describing what they do and how they can assist the student.

Internal Research

Since the president of Suffolk University would not permit the College of Business Administration (CBA) to have its own placement department, it is the purpose of this paper to identify the policy that the CBA advocates.

Subjects

Subjects (Ss) contacted were 100 percent of the full-time CBA faculty.

Procedure

All faculty members were requested to complete a questionnaire (see Appendix D) at a fall 1978 faculty meeting. Faculty members excused from

this meeting were contacted through the mail. This method produced over a ninety percent response rate.

Prior to the distribution, the placement director, dean and a limited number of faculty members were requested to serve as a pilot study and to "look over" the questionnaire.

Data Analysis

After reviewing the questionnaire, the placement director thought that the questions were appropriate but that he feared that everyone would circle the highest priority (9). Only ten percent of the faculty circled every item in this highest priority.

Table I below shows the questions and the responses re-arranged according to priority.

TABLE I

RESULTS OF SURVEY ARRANGED IN DESCENDING ORDER

Question Asked	Scale
Arranges employer visits on campus to interview graduating students	7.93
Teaches students how to find their own jobs	7.44
Helps graduating students write resumes, prepare for job interviews, and put together job hunting campaigns	7.40
Offers assistance to alumni in job placement and career planning	7.07
Becomes an instructional center to college, present, and disseminate career information to Liberal Arts and Business	6.93
Develop jobs locally	6.77
Spends staff time to find jobs for graduates, i.e. by visiting employers	6.73

Table I continued

Question Asked	Scale
Promotes a research program in the placement service so information is available on the employment of Suffolk graduates, salary offers, employing companies, and trends	6.63
Uncover and develop jobs in small businesses	6.60
Locate jobs for the student	6.57
Helps undergraduates clarify their career interests and goals through group sessions in all academic fields	6.28
Uncover and develop jobs in giant corporations	6.10
Becomes active in the development of acreer related programs such as cooperative education, internships, summer employment and other areas related to student academic fields	6.03
Develop jobs throughout the country	5.83

TABLE II

RESULTS OF LAST TWO QUESTIONS ON SURVEY

Questions:	Percentage					
	0-25	26-50	Less Than 50%	51-75	76-100	Over 50%
1. What percent of the directors time should be spend on:						
a. Career planning activities	.36	.50	.86	.11	.03	.14
b. Placement Activities	.07	.39	.46	.36	.18	.54
2. What percent of the director's time should be spedn with:						
a. The graduate program	.11	.62	.73	.23	.04	.27
b. The undergraduate program	.08	.46	.54	.27	.19	.46

Discussion

By arranging the answers in the quwstionnaire in descending order, it can be assumed that the CBA faculty has registered its priority. It should be noted that these questions are based on a nine point scale instead of ten. A score of eight, for example, would be 80% on a ten point scale, but near 90% on a nine point scale. All items scored well over the 4.5 mark (half-way point) which indicates that all are important. It is interesting to note a few of the comments written on the questionnaire. On faculty member who checked all number nines states that

> I have rated these items as having high priority because successful implementation will give us a competitive advantage in the coming years when college population is expected to decline. Proper planning should enable us to grow during this period when it is expected that colleges will be suffering due to demographic changes.

Another comment was that the "Placement Office should stress part-time positions in the student's field--such as a co-op plant." Yet another comment simply was that placement "Should help the students help themselves only." This particular faculty member rated every question as lowest priority with the exception of four questions.

Two faculty members felt that there is a distinct difference in the placement department's role concerning graduate and undergraduate students. One member simply stated that the "...goals are different..." Another stated that career development should be the undergraduate focus and placement opportunities should be the graduate focus.

The literature and the questionnaire are in agreement that the primary emphasis of the placement department is the basic placement activity itself.

Table II, question one, shows that placement activities should be emphasized over career planning activities. The second question in Table II

shows that, if forced to make a decision, the faculty would prefer to see more emphasis given to the undergraduate students than to the graduate students. One faculty member, instead of circling his/her choice, wrote, "In proportion to relative enrollemnts." This is almost identical to the results which show that 62% for (part a) believed that between 26%-50% of the director's time should be spent with the graduate program. 27% (for part b) believed that between 51%-75% of the directors' time should be spent with the undergraduate program.

Limitations

There are many limitations to this simple questionnaire. Certainly not all of the appropriate questions were asked. Physical location, aspects of professionalism, degree of faculty involvement, etc. would also have been good questions.

Since this was intended to be merely a questionnaire and not a research project, the typical variables found in most research projects are missing along with definition of terms.

Chapter 4

IMPLICATIONS AND EXPECTATIONS

Time and money are undoubtedly the restraints when attempting to implement many of the ideas presented in this paper.

Suffolk University's College of Business Administration realizes the need for a strong active placement department. Various ideas have been presented and all should be incorporated into a progressive placement department--to some extent. Undoubtedly the primary focus is the traditional role of successfully placing the students.

Besides the typical duties of arranging interviews and helping students with their interviews and resumes, placement must become more professional; it must fight for an appropriate physical setting in the flow of student traffic; it must investigate information systems particularly the computer; it must involve others such as alumni, faculty, administration, and present students; it must give more attention to outreach efforts in order to attract students to the placement programs; to a lesser degree, it must become involved in leisure and follow-up activities. At this particular institution, the career counseling activities should gradually become more the responsibility of placement, especially unique problem areas such as minorities and foreign students. The thrust of the placement department in career counseling should be to try and involve others. The counseling department as well as upper class or graduate students and also foreign students in counseling, and also foreign student advisors should be discreetly recruited for this role.

The duties and goals of the placement office eventually develop into a policy, Perhaps one of the best policies or goals for placement was presented by Sovilla (1972, p. 64) when he states:

> The essential function of the Department of Placement and Career Planning is a comprehensive career counseling, advisory, and referral service for students and alumni of the University.

Shingleton (1978, p. 36) identified seven responsibilities of the typical placement office, namely: "...graduating student placement; alumni placement; career counseling; student employment and co-op education; constituency representation; research." Listing research last is also appropriate for Suffolk University at this time. As explained in chapter two, follow-up is necessary and often used interchangeably with research. Suffolk University should make follow-up studies for their own reference; basic research may cost more than it is worth at this particular time.

One definite recommendation is to refer to placement as "Career planning and placement." This not only adds a greater degree of professionalism, but it is also a more descriptive title for the duties involved in this office.

Literature also indicates that the placement office should be ready to serve the current student population and alumni with part or full-time positions. Current students should include those individuals who plan to register for even one course.

Appendix E shows a sample discription of what a viable placement policy might be for Suffolk University.

Two terms, "leisure" and "all students", deserve further explanation. Literature, along with the personal opinion of many, especially Ripley (1975), feel like Price and Walker (1977, p. 591) that "In the long-term

leisure, too, will become predominant in the lives of most people, and work as we know it today will be less common."

The second term needing further definition is "all students". To most individuals involved with placement, this term implies current students enrolled along with the alumni. There are instances where potential new students who plan to take as few as one course may still need the assistance of the placement office in finding a part-time job in order to afford to even start their college career. Technically, these individuals are not yet enrolled students, but it is felt that they should be eligible for the services of the placement office.

It is anticipated that this paper will be read and evaluated by the assistant dean and dean of the College of Business Administration, as well as by persons in the College of Liberal Arts and also by the current placement director. The research, findings and recommendations will undoubtedly provide a policy where previously one did not exist and most importantly, it will provide a future-oriented policy statement for the college bulletin. A policy and policy statement is of litte use unless it is implemented. Hopefully many of the suggestions will be used for a vigorous institution.

REFERENCES

Alvord, Maxwell, Ruth A. Brebner, and Mary K. Volk
1977 "Conservative but Steady", Journal of College Placement, Winter (January), Vol. 32, No. 2, pp. 67-69.

Babbush, H. Edward
1977 "A Dream Come True," Journal of College Placement, Winter, (January), Vol. 37, No. 2, pp. 42-47.

Bachhuber, Thomas D.
1977 "Faculty--the critical variable for successful career planning and placement." Journal of College Placement, Spring (March), Vol. 37, No. 3, pp. 40-45.

Bachhuber, Thomas, Gary L. McGrath, and Jean Kaplan
1978 "Joining forces fro effective employer relations." Journal of College Placement, Winter (January), Vol. 38, No. 2, pp. 57-59.

Barcelona, Constance T., Clara C. Lelievre and Thomas W. Leliever
1975 "Ms. CPA," Journal of College Placement, Spring, Vol. 35, No. 3, pp. 34-40.

Barkhaus, Robert S. and Charles W. Bolyard
1977 "Experience: key to decision making." Journal of College Placement, Winter (January), Vol 37, No. 2, pp. 60-63.

Barkhaus, Robert S. and Richard Crandall
1976 "Computer Placement at a Computer Campus," Journal of College Placement, Winter (January), Vol, 36, No. 2, pp. 40-43.

Bechtel, David S. and Anthony G. De[illegible]
1975 "Catch 22 for the Liberal Arts Graduate." Journal of College Placement, Summer, Vol 35, No. 4, pp. 42-49.

Bingham, William C.
1974 "Are Placement Counselors Satisfied?" Journal of College Placement, Summer, Vol. 34, No. 4, pp. 56-61.

Birch, Wade and Pete Mann
1977 "Stimulation for Career Exploration," Journal of College Placement, Summer (May), Vol. 37, No. 4, pp. 52-54.

Bischoff, Pam
1978 "Disabled Students/Able Workers," Journal of College Placement, Summer (May), Vol. 38, No. 4, pp. 62-66.

Bolles, Richard Nelson
1974 "Four Marks for Effective Counseling in the 70's," Journal of College Placement, Summer, Vol. 34, No. 4, pp. 22-33.

Branan, Phyllis H.
1976 "Placement for Part-time Students," Journal of College Placement, Summer (May), Vol. 36, No. 4, pp. 49-50.

Forrest, Donald V. and Leonard Baumgarten
1975 "An hour for job interviewing skills," Journal of College Placement, Fall (November), Vol. 36, No. 1, pp. 77-78.

Forrest, Donald V. and Leonard Baumgarten
1977 "Self-Evaluation: the performance booster," Journal of College Placement, Summer (May), Vol. 37, No. 4, pp. 59-60.

Galloway, James L.
1978 "A different approach to a familiar problem," Journal of College Placement, Summer (May), Vol. 38, No. 4, pp. 42-43.

Gilford, William R.
1975 "Times Ten = Accounting's Aim," Journal of College Placement, Winter, Vol. 35, No. 2, pp. 40-45.

Grey, Ronald J. and George G. Gordon
1978 "Risk-taking Managers: Who Gets the Top Jobs?" American Management Associations Management Review, November, Vol. 67, No. 11, pp. 8-13.

Griffin, Ardis
1978 Interview with Assistant Director of Placement, Harvard Business School, Boston, Massachusetts, January 17, 1978.

Hale, Lester L.
1974 "A Bold, New Blueprint for Career Planning and Placement," Journal of College Placement, Spring, Vol. 34, No. 3, pp. 68-74.

Hale, Lester L.
1974 "A Bold, New Blueprint for Career Planning and Placement," Journal of College Placement, Winter (December '73-January '74) Vol. 34, No. 2, pp. 34-

Hickok, Gary H.
1976 "Developing College Relations," Journal of College Placement, Winter (January), Vol. 36, No. 2, pp. 59-62.

Hodgins, Roderic C.
1978 Interview with Director, Office of Career Development, Harvard Business School, Boston, Massachusetts, January 17, 1978.

Humphries, Jack W.
1976 "The Student Personnel Administrator--Fish or Fowl?" Journal of College Placement, Summer (May), Vol. 36, No. 4, pp. 55-58.

Jones, Walter P.
1975 "A Working Audiovisual System," Journal of College Placement, Fall (November), Vol. 36, No. 1, pp. 38-42.

Kiradjieff, Eduard J. and Michele Stimac
1975 "Videotaping," Journal of College Placement, Summer, Vol. 35, No. 4, pp. 67-68.

Brockway, Philip J.
1972 "Maine tries a new way," Journal of College Placement, April-May, Vol. 32, No. 4, pp. 52-57.

Brookshire, Michael L. and Howard H. Lumsden
1975 "Women, Jobs, and Mobility," Journal of College Placement, Spring, Vol 35, No. 3, ppl 75-79.

Bucci, Frank A.
1971 "The Placement Director: Middle Man on the Totem Pole," Journal of College Placement, December 1970-January, Vol. 31, No. 2, pp. 73-82.

Burton, Gene E.
1975 "Some Problems of Minority Recruiting," Journal of College Placement, Winter, Vol. 35, No. 2, pp. 71-73.

Buttram, Joan L. and Robert W. Covert, Michele S. Wilson, Lawrence S. Simpson, and Richard K. Harwood
1977 "Discrepancy Evaluation Model," Journal of College Placement, Summer (May), Vol. 37, No. 4, pp. 40-47.

Cohen, Barry M., and Jack M. Etheredge
1975 "Recruiting's main ingredient," Journal of College Placement, Winter, Vol. 35, No. 2, pp. 75-77.

Coleman, Charles J., Sidney R. Siegel and John J. Sateja, Jr.
1977 "Who wants what from the interview," Journal of College Placement, Winter (January), Vol. 37, No. 2, pp. 53-56.

Dennis, Terry L. and David P. Gustafson
1972 "How do employers really rate the placement office?" Journal of College Placement, October-November, Vol. 33, No. 1, pp. 73-76.

Dye, Griffith R.
1975 "Pre-professionals: a new source of help," Journal of College Placement, Summer, Vol 35, No. 4, pp. 31-33.

Enos, Warren B.
1975 "The Ohlone College Story," Journal of College Placement, Spring, Vol. 35, No. 3, pp. 61-64.

Erhart, Joseph F. and Russell G. Gilmore
1977 "Working together for academic credit," Journal of College Placement, Spring (March), Vol. 37, No. 3, pp. 71-75.

Figler, Howard E., and Robert B. Mandell
1976 "A Network of Helpers - Part II," Journal of College Placement, Winter (January), Vol. 36, No. 2, pp. 52-57.

Forgione, Albert
1978 Dr. Forgione is a psychologist that appeared on the Good Day show on Channel 5, Boston, Massachusetts, on July 31, 1978.

Kirk, Warren B.
1971 "Bringing Career Counseling and Placement Together," Journal of College Placement, April-May, Vol. 31, No. 4, pp. 44-48.

LaBerge, Bernard E. and Bernadette Levy
1976 "Can Placement Serve Foreign Students?" Journal of College Placement, Summer (May), Vol. 36, No. 4, pp. 51-54.

Makris, Barbara
1977 "Planning a Career Reference Library," Journal of College Placement, Summer (May) Vol. 37, No. 4, pp. 61-64.

Mason, Rosemary and Gary Rubin
1978 "We can't do it alone," Journal of College Placement, Winter, (January), Vol. 38, No. 2, pp. 49-51.

Mayberry, Maurice E.
1978 "GRAD II--Placement's Answer to the Hidden Job Market," Journal of College Placement, Summer (May), Vol. 38, No. 4, pp. 36-41.

McLoughlin, William L.
1973 "Placement's Emerging Role," Journal of College Placement, April-May, Vol. 33, No. 4, pp. 79-82.

Monson, Julie C.
1978 "Measuring program effectiveness," Journal of College Placement, Summer (May), Vol. 38, No. 4, pp. 45-48.

Nagy, Daniel R.
1978 "A positive solution to campus interviewing scheduling," Journal of College Placement, Summer (May), Vol. 38, No. 4, p. 35.

Neal, Fern
1977 "Placing Peter," Journal of College Placement, Summer (May), Vo. 37, No. 4, pp. 55-57.

O'Neal, Robert G.
1977 "Up the Channel with a Paddle," Journal of College Placement, Fall (November) Vol. 38, No. 1, pp. 44-47.

Padgett, Katherine L.
1976 "What are your plans for a job, Senior?" Journal of College Placement, Winter (January), Vol. 36, No. 2, pp. 63-64.

Palmer, Raymond, Robert Atherley and Megan Thomas
1978 "Career Planning for Seniors: A Joint Effort," Journal of College Placement, Summer (May), Vol. 38, No. 4, pp. 41-51.

Parson, Frank
1909 Choosing a Vocation, Boston, Houghton-Mifflin Company.

Pettigrew, Nancy J.
1978 "Women Graduates in the Work Force: How Successful Are They?" Journal of College Placement, Spring (March) Vol. 38, No. 3, pp. 59-62.

Price, Karl F. and James W. Walker
1977 Issues in Business, John Wiley & Sons

Reifsteck, L. Thomas
1974 "A small placement office with some big ideas," Journal of College Placement, Fall, Vol 35, No. 1, pp. 46-50.

Ripley, Theresa
1975 "Large career planning classes," Journal of College Placement, Fall (November), Vol. 36, No. 1, pp. 66-70.

Ripley, Theresa, and Steve O"Brien
1976 "Career Planning for Leisure," Journal of College Placement, Spring (March), Vol. 36, No. 3, pp. 54-58.

Routh, Larry R.
1977 "Increasing Faculty Involvement," Journal of College Placement, Spring (March) Vol. 37, No. 3, pp. 36-39.

Sampson, James P.
1978 "Computer-assisted Placement: Effective Aid or Paper Albatross," Journal of College Placement, Summer (May), Vol. 38, No. 4, pp. 32-34.

Seeloff, Eugene R.
1978 "Moving Toward Professional Coalescence: A joing effort," Journal of College Placement, Winter (January), Vol. 38, No. 2, pp. 40-42.

Shingleton, John D.
1978 "The Three R's of Placement," Journal of College Placement, Winter (January), Vol. 38, No. 2, pp. 32-38.

Slavens, Patricia J.
1975 "0075," Journal of College Placement, Fall (November), Vol. 36, No. 1, pp. 72-75.

Smith, Jack
1972 "Placement for the Deaf," Journal of College Placement, April-May, Vol. 32, No. 4, pp. 59-62.

Souther, James W.
1972 "A Three-phase Experiment in Minority Placement," Journal of College Placement, October-November, Vol. 33, No. 1, pp. 59-61.

Sovilla, E. Sam
1970 "A Plan for Career Planning," Journal of College Placement, October-November, Vol. 31, No. 1, pp. 50-58.

Sovilla, E. Sam
1972 "A New Functional Balance for Career Planning," Journal of College Placement, October-November, Vol. 33, No. 1, pp. 62-66.

Stewart, William C.
1975 "From Shoebox to Computer," Journal of College Placement, Summer Vol. 35, No. 4, pp. 60-65.

Steel, E.W.
1975 "RAP Interviewing," Journal of College Placement, Fall (November), Vol. 36, No. 1, pp. 45-46.

Stevens, Nancy D.
1977 "Conflict in Job-Seeking Behavior," Journal of College Placement, Summer (May), Vol. 37, No. 4, pp. 28-30.

Sutherland, Lee Wm.
1978 "Career and Life Planning: A New Course at Suffolk University," An unpublished practicum presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education, August 3, 1978.

Swails, Richard G. and H. Richard Hess
1977 "Human Development 498," Journal of College Placement, Winter (January), Vol. 37, No. 2, pp. 57-59.

Thain, Richard J.
1976 "The night-school graduate dilemma," Journal of College Placement, Summer (May), Vol. 36, No. 4, pp. 44-48.

Thain, Richard J.
1977 "What Lies Ahead?" Journal of College Placement, Fall (November), Vol. 38, No. 1, pp. 34-36.

Toombs, William and Norman Firsbey
1972 "Placement: A Study in Futures," Journal of College Placement, October-November, Vol. 38, No. 1, pp. 37-41.

Underwood, June
1977 "Leadership Training in the Business Curriculum," Business Education Forum (December), Vol. 32, No. 3, pp. 5-8.

Upchurch, Ben L. and Jean McKamy Thomas
1975 "Answers that work," Journal of College Placement, Winter, Vol. 35, No. 2, pp. 67-69.

Walsh, E. Michael
1976 "The career paths of liberal arts graduates: the unusual often is usual," Journal of College Placement, Winter (January), Vol. 36, No. 2, pp. 34-38.

Walters, Roy W.
1976 "Want to be a pro?" Journal of College Placement, Summer (May), Vol. 36, No. 4, pp. 40-43.

Wilhelm, Stephen J.
1978 "Computer-based Guidance Systems: Are They Worth It?" Journal of College Placement, Winter (January), Vol. 38, No. 2, pp. 65-69.

Wyant, June
1976 "The leisure faire," Journal of College Placement, Spring (March), Vol. 36, No. 3, pp. 55-59.

Yates, Frank P.
1976 "Placement Paradox: Realism Dictates Priorities," Journal of College Placement, Spring (May), Vol. 36, No. 4, pp. 61-63.

Yenawine, Gardner
1975 "Placement Counselor to Education," Journal of College Placement, Winter (January), Vol. 35, No. 2, pp. 34-38.

Zamos, James
1978 Alumnus of Suffolk and also director of Personnel at Brockton City Hospital, Brockton, Massachusetts. March 8, 1978, Telephone Interview.

Zehring, John William
1975 "Rejection Shock," Journal of College Placement, Summer, Vol. 35, No. 4, pp. 34-35.

APPENDIX A

INDEX

Absence 27
Academic Regulations 27-36, 57
Academic Standing 34-35
Accounting 39-41
Accreditation 7
Activities 24-26
Administrative Officers 81-84
Admissions 9-11, 56
Advanced Placement 10
Advising 19-22
Advisory Council-Business 85-86
Advisory Council-Public 86-87
American Institute of Banking 43
Application for degree 36
Archives 20
Associate Degrees 8, 75
Attendance 27

Banking 42-44
Board of Trustees 80-81
Bookstore 20
Bulletin Board 22
Business Administration 37-54
Business Education 51
Business Law 39, 41

Calendar 91-92
Campus Ministry 20
Center for Public Management 50-51
Change of address 28
Change of course 15
Class Hours 27-28
Classification 31
College Board Examinations 10
College Level Examination program 10
College of Business Administration 37-54
Computer Science 42
Continuing Education 11
Counseling 19-22
Credits from Summer Sessions 30
Curriculum 38-39

Degree Requirements 38
Dean's Honor List 35
Discipline 26
Dismissal 29

Early Decision Admission 5
Eligibility for degree 35-36, 58
Enforced withdrawal 27
Entrance Examinations 10
Evening Division 70-77
Examinations 29
Excess courses 30
Executive MBA 65

Faculty 84-85
Faculty Committees 87-89
Fees 14-15
Fellowships 56
Finance and Banking 42-44
Finances and Student Aid 12-18, 58
Financial Assistance 16-18, 56
Full Program 29-30

General Business 52, 75-76
Grade Reports 30
Grading system 31-36
Graduate Programs 55-70
Graduate School of Administration 55-70
Graduation fee 14
Graduation with Honors 36

Honor Point System 32
Honors (Dean's List) 33
Honor Societies 22-24

International Students 11, 22

Laboratory fees 14
Late Registration 15
Library 21
Limitation of Time (degrees) 35-36
Loans 17-18

Make-up Examinations 29
Management 44-46
Map Inside back cover
Marketing 46-48
Master in Business Administration 59-65
Master in Public Administration 67-70
Minority Students 20
Museum of Afro-American History 20

New Directions 21
Normal Full Program 29

Office Hours (Admissions) 11

Pass-Fail Courses 33
Pre-legal 52-53
Prerequisite Courses 60, 62, 68
Probation and dismissal 34-36
Psychological Services 20
Public Management 48-50

Note that this page from Suffolk University's College of Business Administration's bulletin does not contain any reference to "Placement" or to "Career Planning" yet other departments such as "Admissions" and "Counseling" are well represented.

APPENDIX B

dents will ... initial and follow-up benefit claims (primar... agencies ... ily educational); and troubleshooting prob... lem cases involving entitled veterans whose ... benefits have not been forthcoming. The of... fice is located in Charles River Plaza, 2nd ... Floor Mezzanine.

rvices ... ne nurse ... to all stu... open ... of the ... morning ... u vaccine ... Center of... local med... e advised ... hysician or ... king place ... referred to ... Records of ... re kept in ... ence. In... Sickness ... btained ... n the first ... n number ...

POLICIES ... for students ... ss Insur... Nurse in ... forms are ... ng place ... referred to ... Records of ... are kept in ...

ICES ... es, estab... nerant ser... ation. The ... liary between ... nmunity in ... ersity's veter... e Office of ... counseling ... processing ...

DORMITORY FACILITIES

Since the University is primarily an urban institution with a substantial proportion of commuting students, it does not have dormitory facilities. However, many of those enrolled come from out-of-state and foreign countries. These students and those who do not live at home, should be prepared to make their own arrangements for locating suitable living accommodations in the Boston area. The University assumes no responsibility for finding these accommodations.

FOREIGN STUDENT ADVISOR

The Advisor to Foreign Students is prepared to aid the foreign student in the student's official relations with his/her own government and the United States government. For assistance of an academic or personal nature, the foreign student should feel free to go to any of the University counselors or faculty.

CAMPUS MINISTRY

To meet the spiritual, moral, and social needs of young men and woman, chaplains of various religious faiths are available to provide religious services at appropriate times and to counsel students. All are invited to visit the Campus Ministry Office to discuss their religious, marital, social, or personal interests.

PLACEMENT BUREAU

The University maintains a Placement Bureau to assist students and graduates in securing part-time or full-time employment. Students who are employed while attending classes are expected to maintain the quality of their classroom work. Full-time students should limit their part-time employment each week to hours that will not interfere with their chief objective — success in their college studies.

New day Freshmen are advised not to undertake a part-time job during their first semester. At this period, college is a new experience that demands of a Freshman a maximum of energy and time.

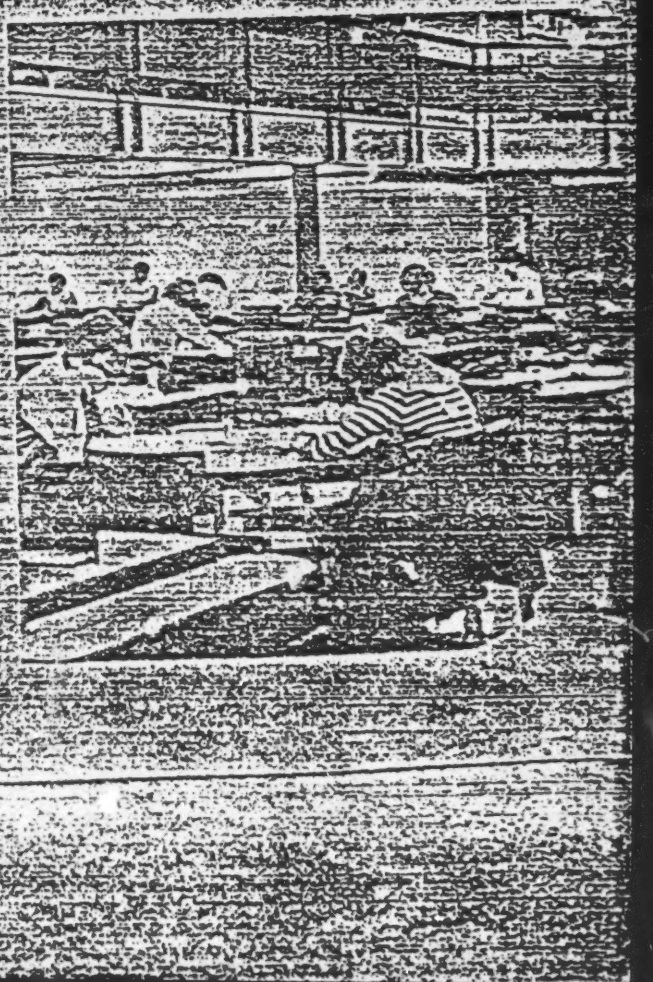
The Placement Bureau is a lifetime source of information and aid to all Suffolk Alumni. As many Alumni have been accustomed to do, individuals who have earned their degrees a few years in the past, as well as current seniors, should feel free to request placement assistance.

UNIVERSITY CAFETERIA

The cafeteria is located in the lower level of the Donahue Building and is open to all students. Both light snacks and full meals are served at a cost as minimal as possible.

No card play... hours of 9:00 ... which time ... the cafeteria ...

COLLEGE L... The Unive... from the Law ... portion of the ... Building and ... the College ... ng accomm... hundred rea... dents, staff ... All books, ... ng lists ... demand and ... rare books ... accessible ... check them ... library staff ...



THE BUREAU OF PLACEMENT

The Bureau of Placement assists graduating seniors, graduate students, or the alumni of the University in establishing themselves in suitable occupations that provide opportunities for personal satisfaction, self-improvement, and purposeful living.

Placement is an integral part of the total educational program at Indiana State University; it is a vital function that complements and supplements the curricular programs in the complete fulfillment of the educational objectives of the University.

Vocational advice and occupational information are made available to students and alumni by a professional placement staff and through the informational resources of an occupational library. These services enable the individual to choose a suitable occupation which will provide for his/her personal growth and self-realization.

Annually, thousands of interviews are arranged and held for the benefit of the University's students and alumni. Representatives from agriculture, business and industry, education, and government services (federal and state) visit the campus in search of the new and emerging talent as well as experienced personnel. Facilities of the Bureau of Placement at Indiana State University meet the needs of both prospective employers and candidates.

Registration with the Bureau of Placement is required of all seniors prior to graduation.

pp 84-85, Indiana State University Bulletin
1976-1978

University Placement Services

The staff of New York University Placement Services assists students and graduates of the University in planning their careers and in obtaining full- or part-time positions in business, industry, government, and education.

A variety of services are available, including: individual career counseling, practical advice on the techniques of a successful job search, job referrals covering a broad range of fields and locations, on-campus interviews with employers and graduate schools.

Placement Services also provides a repository and duplication service for educational credentials including letters of recommendation; group workshops; guest speakers; information in newsletters and on bulletin boards concerning job opportunities, internships, fellowships, tests, etc.; occupational and employer literature; and more.

Part-time, temporary, and summer positions on campus, in the city, and elsewhere are listed with the Student Employment Section of Placement Services.

For information about eligibility and registration procedures, visit or call Placement Services at 10 Washington Place:

Business and Industry	First floor
Education	Second floor
Student Employment	First floor

pp. 14-15, New York University
Bulletin 1976-1978

65

p. 23, University of Maine at Orono
Bulletin 1976-1978 ---------->

Career Planning and Placement Services

The Career Planning and Placement Office is concerned with those aspects of a college student's development which involve career planning for occupational and advanced educational objectives. The staff assists the student to study himself, explore occupational areas, choose an occupational area and make a decision either to embark on graduate study or to select an entry level position.

Job Placement

An integral part of the College Placement Services is the annual on-campus recruitment program. Each year, college-relations representatives of business and industry, governmental and educational organizations interview seniors and MBA candidates for a variety of challenging positions.

Alumni placement. Alumni of the College are invited to use the job placement and graduate counseling services of the Career Planning and Placement Office.

Placement services are available without charge to both students and alumni. Inquiries regarding these services should be submitted to the Director of Career Planning and Placement, Bryant College, Smithfield, Rhode Island 02917.

Part-time employment. Part-time and summer positions are available through two sources: Office of Career Planning and Placement, for career-related positions, and the Financial Aid Office, for on-campus and other positions within the business community. Students who demonstrate financial need are afforded opportunities for on-campus jobs. Such students are asked to contact the Financial Aid Office for further information.

p. 23, Bulletin of Bryant College
Smithfield, Rhode Island
1977-1978

...reer Planning and Placement—Through this office the University offers care... planning and placement assistance to undergraduate and graduate students, alumni, a... employers in both teaching and non-teaching fields. The office provides the following se... vices:

1) Counsels and assists students and alumni in career planning.
2) Notifies registrants of suitable employment opportunities.
3) Assists candidates in preparing and presenting effective applications.
4) Cooperates with employers in their search for qualified personnel.
5) Informs employers of available candidates, of new academic fields, and of oth... pertinent developments and trends.
6) Develops career information for University men and women in both new and tra... tional fields of opportunity.
7) Assists students in locating summer vacation employment.

The office schedules for students each year an extensive and informative on-camp... interviewing program with representatives from both teaching and non-teaching fields.

The College Teacher Division serves candidates for master and doctoral degrees interes... in employment in college and university positions.

...students or employers for the services of the Office. A nominal cha...

Career Development and Off-Campus Employment Office

This office has two primary functions within the university: career advising and providing information about off-campus employment. It is located on the second floor of the Student Services and Admissions Building on the South Campus.

CAREER DEVELOPMENT

To assist students in making career choices, individual counseling is available and is supplemented by other resources. Special workshops on resume preparation, interviewing skills and job research techniques are scheduled in both the fall and spring semesters.

In addition, the office maintains an extensive library of career information resources on careers in general and specific employers.

OFF-CAMPUS EMPLOYMENT

While the office is not an employment service, listings of both full- and part-time positions are maintained to provide a common meeting ground for employers and prospective employees. Students will find this useful both in locating part-time employment while in school and full-time employement following graduation.

Employers wishing to list positions with the Off-Campus Employment Office need only call or write, giving a description of the position available and other details. There is never any fee charged fot this service.

ON-CAMPUS RECRUITMENT

During each academic year, employer representatives visit the campus to interview graduating University of New Haven students, both graduate and undergraduate. In addition, representatives of a number of graduate schools visit to interview seniors interested in pursuing graduate education.

Students at all stages of their education are urged to make use of the office's resources in formulating career plans. Alumni seeking positions are invited to use the services of the office.

NEWSLETTERS

The Career Development and Off-Campus Employment office publishes two newsletters on a regular basis. The *Student Affairs Newsletter* is published on the third Monday of the month during the undergraduate academic year. The newsletter contains information about events on campus and, particularly, events presented by the Career Development Office including workshops and recruitment visits.

The *Jobsletter* is published biweekly throughout the year except on university holidays and contains job listings received by the Off-Campus Employment Office. Both publications are distributed around the campus. The *Jobsletter* will be mailed to any member of the university community who wishes it and provides the office with a supply of stamped, self-addressed envelopes for the number of issues desired.

pp. 37-38, University of New Haven Bulletin 1977-1978

Counseling

Individual counseling is offered to students for personal problems, for marital and domestic problems and for study and career choice problems. Students can obtain assistance for educational, vocational and general life problems.

A student who does not know where to go for help should

Student Services

Career Planning and Placement Center

Your college education will be more complete and effective if you utilize the services of this Center. Career planning begins in the first year of college, is developed in the next three years, helps you launch your career successfully upon graduation, and enables you to control your way of life as an alumnus or alumna.

Through the services of the Career Planning and Placement Center, students obtain the knowledge and skills needed to plan their careers and make effective job campaigns. The services of the Center include:

- Part-time and Summer Job Assistance
- Counseling on Career Plans
- Counseling on Job Campaigns
- Resource and Reference Data on Careers, Graduate Schools and Employers
- Job Binders Containing Career Opportunities
- On-Campus Recruiting Service
- Credentials Service
- Career Seminars and Workshops
- Graduate and Professional School Recruiting Days
- Alumni Placement Service

p. 30, Boston College Bulletin 1977-1978

Placement Employment Opportunity

The Office of Career Planning and Placement at the School offers a full range of services to MBA candidates. Every year, major companies and nonprofit organizations recruit personnel on campus through the Office's interviewing arrangements. The placement staff also offers career guidance, information on potential employers, interview training, and assistance in resumé preparation. Following graduation, alumni may receive continued support from this Office when seeking to further or redirect their career objectives.

p. 17, Boston University, MBA School of Management 1976-1977

TO: ALL CBA/CSA FACULTY
FROM: LEE SUTHERLAND, ASSOC. PROF. MANAGEMENT DEPARTMENT
DATE: FALL 1978

As you may know, our president does not feel that we should have our own placement department. We can however, provide recommendations for what we want. The question is what do we want? Your answers are vitally important in order to develope a viable placement policy.

PLEASE CIRCLE. How important is it to you that the placement service--

..Becomes active in the development of career-related programs such as cooperative education, internships, summer employment and other areas related to student academic fields: LOW 1 2 3 4 5 6 7 8 9 HIGH

..Becomes an instructional center to collect, present, and disseminate career information to Liberal Arts and Business 1 2 3 4 5 6 7 8 9

..Helps graduating students write resumes, prepare for job interviews, and put together job hunting campaigns 1 2 3 4 5 6 7 8 9

..Helps undergraduates clarify their career interests and goals through group sessions in all academic fields 1 2 3 4 5 6 7 8 9

..Arranges employer visits on campus to interview graduating students 1 2 3 4 5 6 7 8 9

..Offers assistance to alumni in job placement and career planning 1 2 3 4 5 6 7 8 9

..Spends staff time to find jobs for graduates, i.e. by visiting employers 1 2 3 4 5 6 7 8 9

..Promotes a research program in the placement service so information is available on the employment of Suffolk graduates, salary offers, employing companies, and trends 1 2 3 4 5 6 7 8 9

..Teach students how to find their own jobs 1 2 3 4 5 6 7 8 9
..Locate jobs for the student 1 2 3 4 5 6 7 8 9

..Uncover and develop jobs in small businesses 1 2 3 4 5 6 7 8 9
..Uncover and develop jobs in giant corporations 1 2 3 4 5 6 7 8 9

..Develop jobs locally 1 2 3 4 5 6 7 8 9
..Develop jobs throughout the country 1 2 3 4 5 6 7 8 9

1. What percent of the directors time should be spent on:
   a. Career Planning activities 0-25, 26-50, 51-75, 76-100
   b. Placement activities 0-25, 26-50, 51-75, 76-100

2. What percent of the directors time should be spent with:
   a. The graduate program 0-25, 26-50, 51-75, 76-100
   b. The undergraduate program 0-25, 26-50, 51-75, 76-100

Please indicate on the back of this page what you feel the placement office should be doing for our students. This might include comments on: faculty involvement, career-placement courses, earlier career planning for freshmen, and in general what the role of the placement office should be.

APPENDIX E

CAREER PLANNING AND PLACEMENT POLICY

The Suffolk University Career Planning and Placement office offers a full range of professional assistance to all students. Career planning begins in the first year and continues throughout the students' association with the university.

Through the office of Career Planning and Placement, students obtain knowledge and skills needed to plan their careers, their leisure and their most effective job campaigns. The office provides the following:

1. Counseling and assistance in career planning to undergraduate students.
2. Counseling for effective job campaigns.
3. Career seminars which include resume writing, letter writing, interview methods etc.
4. Resources and reference data on careers, graduate schools and employers.
5. Full, part-time and summer job assistance.
6. On-campus recruiting service.
7. Cooperation with employers, search for qualified personnel.
8. Career information in both new and traditional fields of opportunities.
9. Notification to registrants of suitable employment opportunities.
10. Life-long credential service.